

Year One Planning: Class 6  
TFW: How Tortoise Got His Shell

School Theme: Colour

Medium Term Planning

Autumn Term B 2016

Week/Date	<u>Litera</u> <u>cy</u>	<u>Numera</u> <u>cy</u>	<u>Science/History</u> <u>Geography/Computing</u>	<u>Art/D&amp;T</u> <u>Music</u>	<u>RE/PSHE</u> <u>Circle Time</u>	<u>PE</u>
-----------	----------------------------	----------------------------	--	------------------------------------	--------------------------------------	-----------

See literacy medium term plan How Tortoise e Got His Shell. Imitation week. Openings and endings.

Geometry:  
Shape  
See Numeracy Medium Term Planning

### Geography: Around our school

Explain how keys to maps are used and get the children to create a key for the map and draw symbols to put on the route of features that they know are there.

Children to draw a map to show their route to school.

What are our immediate surroundings like?

Show children several pictures of the local area. Ask children to complete a simple questionnaire to rate the quality of the features and to present the findings in a suitable way. E.g chart, graph, poster etc.

Ask children to sketch or photograph attractive and unattractive places and locate these on a large scale map.

What makes it a nice place?

Ask them in pairs to identify a route around the area that visitors could follow to give them a good idea of the character of the place.

### Science: Sorting and using materials

Understand every materials has many properties which can be recognised using our senses and described using appropriate vocabulary.

Explore the materials and properties of everyday objects. Use terms 'hard, soft, dull, transparent.

Categorise objects in the classroom.

Engage in feely bag game to describe or identify materials.

### Computing: Toys and Games

**Word bank describing toys.**

Use the keyboard or a word bank on a device to enter text.

Use describing toys resource to introduce using a word bank to children.

Children to think of adjectives to describe the teddy and work their way through the three word bank levels.

Children to bring their own teddy in to photograph and upload for next week.

### Music - PPA cover

### Art: Unit 1B: Investigating materials:

Investigate the possibilities of a range of materials and processes. Experiment with papers and fabrics and create different effects.

Provide a variety of materials e.g papers, fabrics and plastics packaging. Ask the children to explore the effects of:  
Folding, scrunching, tearing, cutting, deconstructing, leaving.

- joining in different ways- e.g tying, twisting, using running stitch and gathering
- Colouring with dyes, and waterbased paint e.g beetroot, using brown and red onion skins, blackberries
- Ask children to describe the effects e.g soft, spiky, rough.
- Question: which would be best to wrap a parcel?  
, e.g strong, easy to write on, easy to fold.

### PSHE: Unit 2: Good to be me

Spin the bottle:

Ask a child to spin the bottle and see who the neck end points to. That child says one thing

they really enjoy doing and which they are good at.

**Learning opportunities: our gifts and talents**

I can tell you something that makes me feel proud.

I can tell you about my gifts and talents.

I can tell when I am feeling proud.

Explore the feeling 'proud'

Ask the children to work in pairs to share with their partner a time when they have

felt proud

Each child to write 'The piece of work I am most proud of in Year 1 is....' These can be pinned to out Topic board on completion.

for example, when you made something, did a good piece of work or learnt something new

Children to work in groups to explore the groups 'gifts and talents' and present this back to the class.

### RE: Where do we belong?

To learn about Jesus' 'Last Supper'.

To consider the importance of communion for Christians.

**What do people do that shows they belong to a Christian community?**

Explain this term we will be looking at belonging to different religions.

Read the chn 'The Last Supper' from the Bible.

Show the chn following clip:

<http://www.bbc.co.uk/programmes/p018zfx7> Stop after the communion. Discuss the meaning of the last supper and the relevance of communion.

Use a scripted sketch to act out the story or get children to make up their own dramatic presentations. 'Hot seat' children who have played the parts of Peter, Jesus and Judas, encouraging other children in the class to ask such questions as, 'How did you feel when Jesus said that someone was going to betray him?' 'What do you think Jesus meant when he said that the bread was his body and the wine was his blood?' 'How did you feel when Judas left the room?'

Chn to talk about how being a Christian may affect the way that people live their lives;

Chn to ask questions about being a Christian.

Children to design a communion poster based on the sayings of Jesus,

### P.E. -Games Activities

Matt's session.

**Acquiring & Developing:** moving fluently, changing direction & speed easily & avoiding collisions & developing spatial awareness

**Selecting & Applying:** using different movements, speeds & pathways

**Selecting & Applying:** recognising space in games & using it to their advantage

**Knowledge & Understanding:** describing changes to their bodies when they exercise

**Evaluating & Improving:** watching others, describing what they see & copying

Warm up:

Skills: Ball familiarisation  
Skills:

Movement with a ball  
Spatial awareness.

Swap and change the ball.  
Team relays.

Cool down: stretching

How Tortoise Got His Shell. Innovation week. Openings and endings. See Literacy Medium Term Plan.

Number : Place Value See Numeracy Medium Term Planning

**Geography**  
**Unit 1 - Around Our School - The Local Area.**  
 Show children photographs of different land and buildings in the local area.  
 Show children a large map and children to add the photographs onto this.  
 Discuss with children the jobs that might exist in the area.

**How do local people spend their leisure time?**

Look at a google map of Bridgwater. Chn to list all of the different leisure pursuits that can be undertake in the area.  
 Chn to design a survey of how they, their parents, other adults and friends spend their leisure time. Chn to take the survey home and complete it as homework.

**Science: Sorting and using materials**

Understand there are many materials. Objects are made from materials and different everyday objects can be made from the same materials.

Children explore collection of materials and go on a material hunt inside/ outside the classroom. Record results in their own way.

Children to fill in a table to represent the groups findings identifying object, material and properties.

**Computing: Toys and Games**

**Programming and labelling teddy bears**  
 Children to upload their photographs of their selected toy and add labels to it. These may include the body parts or more detailed features.

**Links with science:** children to think about suitable clothes and materials for the teddy to wear on a cold winters day.

**Music - PPA cover**

**Art-**

**Art: Unit 1B: Investigating materials:**

To ask questions about the starting points for their work, and develop their ideas. Identify and describe textures, colours and patterns in textiles.

Describe their feelings about a fabric they like.

Sort fabrics by colours and textures and describe their ideas and feelings about them.

Ask children what they know about the word 'fabric' ask them to list words associated with the word fabric e.g cloth, paper, animal skin, textiles, plastics and the variety of items that are made from fabric. E.g clothes, mats, curtains, roofs of buildings, tents.

**Children to bring in a fabric they like** e.g item of clothing and talk about why they like it and how it makes them feel.

Provide a collection of fabrics and ask children to group the fabrics in different ways e.g how they are made or decorated, by how they feel.

Give children magnifying glasses and ask them to explore the construction of the different fabrics. Ask them to describe how they think fabrics are made.

Fabrics: Cotton, Nylon, polyester, wool, silk, leather.

**PSHE/Circle Time**

**PSHE**

**Unit 2 - Good to be Me.**

**Proud**

I can help another person feel proud.  
 I can use the problem-solving process.

Put all the children's names on slips of paper in a tin.  
 The slip might say:  
 '[Name] should feel proud because ...'  
 The children should each take a slip and complete it with writing or drawing. The children might keep their slip with other work they are proud of.

Read the story Proud. Give children questions related to the story.

Children might role-play the story  
 Use the story to springboard a problem-solving situation, if someone else in the class had noticed that Leon looked unhappy, what could they have done to make Leon feel better? Use the problem-solving process.

Emphasise that feeling proud is a comfortable feeling.  
 The behaviours and words of others can make the feeling even better or can 'squash' or 'kill' that comfortable feeling. Our actions affect others

**RE: Where do we belong?**

To understand Hinduism.

**How do people show they belong to a Hinduism community?**

Ask the chn if they know anything about any other religions. Explain that over the term we will be learning about lots of other religions.

Show the chn the following clip:

<http://www.bbc.co.uk/programmes/p0115h3g> Discuss.  
 Chn to draw a picture and write a few lines to explain the religion of Hinduism.

**P.E. - Games Activities**

**See short term plans**

**Striking**

**Acquiring & Developing:** moving fluently, changing direction & speed easily & avoiding collisions & developing spatial awareness

**Selecting & Applying:** using different movements, speeds & pathways

**Selecting & Applying:** recognising space in games & using it to their advantage

**Knowledge & Understanding:** describing changes to their bodies when they exercise

**Evaluating & Improving:** watching others, describing what they see & copying

**Sending and receiving:**

Warm up:

Balls and gateways.

Skill: Working in a pairs to throw the ball as they move through an obstacle.

Team game: Roller ball relay.

**Also Matt's session on Thursday PM.**

How Tortoise Got His Shell. Invent ion week. Openings and ending s. See Literac Y Mediu m Term Plan.

Number : Place Value See Numeracy Medium Term Planning

**Geography:**

**Geography**

Unit 1 - Around Our School - The Local Area.

Know a local area may have a variety of leisure facilities.

How do local people spend their leisure time?

Discuss the completed surveys that the chn did for homework. What were the most popular pursuits? Using a map of Bridgwater, chn in their groups to plot where these leisure activities take place in relation to the school

How places change for better or worse.

Discuss as a group, the changes they have noted during their work on the area. Make a list of them and mark them on a large map of the area. If possible photograph these. Display them.

**Science: Sorting and using materials**

Materials are chosen for specific purposes on the basis of their properties

Children explore materials in the winter and discuss what makes it waterproof. Children to investigate what materials are waterproof by carrying out their own experiments.

Discuss investigations as a group and record this in their own way.

Use results to order materials or group materials into waterproof and non waterproof materials.

Extension: Write a sentence to explain why materials are used.

**Computing: Toys and Games**

Creating own Toy story using multimedia and keyboard. 9/10

Esafty discussion on accessing file-sharing content/ copy right.

Children to explore the toy story trailer and then create their own toy story using 2create a story programme.

Extend children to write a caption underneath their picture.

Children to explore how to save their work.

**Music - PPA cover**

**Art: Unit 1B: Investigating materials:**

To try out tools and techniques and apply these to materials and processes.

Investigate the technique of weaving

Use found natural and made materials in weaving, showing understanding of colour and texture.

Experiment with cold dyes and water based paint to develop colour.

Identify simple loom and basic weaving techniques. Show the children how to make simple weaving using strips of paper. Encourage them to select interesting papers and explore different patterns of weaving e.g overlunder in and out, over two and under one.

Show children how to make a simple card loom that has the same number of notches at either end.

Show them how to 'dress the card loom' (make the warp) Ask them to practice the act of weaving to make the weft.

Show children unconventional looms. E.g spokes of a wheel, picture feames, twigs/ small branches. Ask them to work in pairs to develop a weaving using something they have found e.g a wheel, branch etc. Use this as a structure for the warm and make warp threads. Ask the children to use a variety of found natural and made materials to create the weft of their weaving.

Children to experiment with dyes and paint and how to change colours of materials or parts of the weaving. Ask them how to use these techniques to change the colour and surface texture of the weaving or part of it.

**PSHE**

**Unit 2 - Good to be Me.**

**Proud**

I can help another person feel proud.  
I can use the problem-solving process.

Put all the children's names on slips of paper in a tin.

The slip might say:

'[Name] should feel proud because ...'

The children should each take a slip and complete it with writing or drawing. The children might keep their slip with other work they are proud of.

Read the story Proud. Give children questions related to the story.

Children might role-play the story

Use the story to springboard a problem-solving situation, if someone

else in the class had noticed that Leon looked unhappy, what could they have done to make Leon feel better? Use the problem-solving process.

Emphasise that feeling proud is a comfortable feeling.

The behaviours and words

of others can make the feeling even better or can 'squash' or 'kill' that

comfortable feeling. Our actions affect others

**RE: Where do we belong?**

**To learn about the importance of diwali.**

Explain to the chn that Diwali is a Hindu tradition and this year it takes place on 11<sup>th</sup> November. Show the chn the following clip:

<http://www.bbc.co.uk/programmes/p0115c1n>

Discuss. Chn to write about the importance of Diwali to Hindus and illustrate.

**RE: DISPLAY BOARD: BRITISH values: mutual respect for different faiths.**

**P.E. - Games Activities.**

Acquiring & Developing: moving fluently, changing direction & speed easily & avoiding collisions & developing spatial awareness

Selecting & Applying: using different movements, speeds & pathways

Selecting & Applying: recognising space in games & using it to their advantage

Knowledge &

Understanding: describing changes to their bodies when they exercise

Evaluating & Improving: watching others, describing what they see & copying

**Invasion games**

Warm up: animal partner work.

Skills: Partner ball gateways.

Human bowling

Cool down: stretching

**Also Matt's session on Thursday PM.**



How  
Tortoise Got  
His  
Shell.  
Non-Fiction  
week.  
Recounts.  
See  
Literacy  
Medium  
Term  
Plan.

Number:  
Place  
Value  
  
See  
Numeracy  
Medium  
Term  
Planning

**Science: Sorting and using materials**  
Understand that materials can be sorted in variety of ways according to their properties.  
Use appropriate vocabulary to describe materials  
Children to design an outfit for a fossil hunter (based on children's interest)  
Children to suggest what the material would need to be like and sort out, from a variety of materials, which would be suitable and which would not. Ask them to explain the criteria they used. E.g bendy/ not bendy, transparent/not transparent, rough, smooth. Record by drawing or sticking materials in sets and labelling or writing simple sentences.

**Computing: Toys and Games**

2 Create a story.  
Children to upload their file and look at our toy story so far.  
What context have we created? (pictures and text)  
How can we make it more like a film./ more interactive? Elicit making things move/ sound.  
Children to explore making their pictures move.  
Children to move around and look at other children's stories.  
Discuss e-safety  
Discuss technology in our lives - how the internet allows us to share our work beyond school. Who can see our files?

**Music - PPA cover**

**Art: Unit 1B: Investigating materials:**

Children to explore weaving independently, ask them to describe what they are making and how they are using materials in their work.  
Encourage the children to identify qualities that are developing in their work. Ask them to say what they find interesting and like about the textures and colours they have used. Are these qualities they were trying to achieve?  
Ask the children to match the outcomes to their feelings about weaving they have created.  
How does it make them feel?  
Children to suggest what they would improve in their next work.  
  
Children to combine small examples of their weaving with other fabrics to create a fabric collage. Children to apply their techniques and make a collage of a tortoise.

**Unit 2 - Good to be Me.  
Anxiety and worrying**

I can tell when I am feeling worried or anxious.  
I can explain some things that help me stop worrying.  
  
Read 'The Wobbly Tooth' and stop where indicated. As the chn to identify all the feelings Jamima would have experienced so far. As them to work in pairs to think of a way that she could stop worrying or what Mum and Dad could do to help her stop. Read the end of the story.  
Discuss their thoughts compared to what actually happened  
  
Set up a 'worry box' in the classroom. Support children to choose work for their 'record of achievement' or for a display of favourite work. Emphasise 'pride' in presentation of work, quality of work and outcomes, throughout the period of time

**RE: Where do we belong?**

To think about special meals that they share with their family.  
To understand why Shabbat is important to Jewish families.  
Chn to discuss with talk partner special meals that they share with their family.  
Chn to watch the following clip about Judaism: <http://www.bbc.co.uk/programmes/p0115jyq> Discuss.  
Read the chn the Creation Story from the Bible.  
Explain that the story says that God rested on the seventh day and that the day of rest is very important to Jews and Christians. This is called the 'Sabbath Day' or 'Shabbat', meaning 'rest'. For Jews this is on Saturday, for Christians, Sunday.  
Chn to draw a picture of a something that they thought was significant in the Judaism clip and label.  
Teach the children the Shabbat Song, *Two Candles Burn*. Sing the song a few times with the backing track and encourage the children to ask each other questions about Shabbat and to say what they have learnt so far about how some Jews show they belong to the Jewish community / family.

**P.E. - Games Activities.**  
See short terms plans

**Acquiring & Developing:** moving fluently, changing direction & speed easily & avoiding collisions & developing spatial awareness  
**Selecting & Applying:** using different movements, speeds & pathways  
**Selecting & Applying:** recognising space in games & using it to their advantage  
**Knowledge & Understanding:** describing changes to their bodies when they exercise  
**Evaluating & Improving:** watching others, describing what they see & copying

**Throwing for accuracy:**

Warm up: beans  
Skills: Throwing stations  
Underarm hoop relay.  
Cool down: stretches.

**Also Matt's session on Thursday PM.**

How  
Tortoi  
se Got  
His  
Shell.  
Non-  
Fictio  
n  
week.  
Recou  
nts.  
See  
Literac  
y  
Mediu  
m  
Term  
Plan.

Number  
:  
Number:  
Addition  
and  
Subtract  
ion  
Numeracy  
Medium  
Term  
Planning

**Science: Sorting and using materials**  
Understand that some materials are magnetic but most are not.  
Think about which objects they expect to be attracted to a magnet.  
To make observations, communicate what happened and use results to draw conclusions saying whether their predictions were right.  
Give children some magnets to explore e.g fishing game, fridge materials, wand materials to catch their attentions and as them to explore what objects are attracted to or stick to a magnet. Group objects by magnetic or non-magnetic behaviour. Present children with a range of objects, ask them to predict whether they will be attracted to a magnet in their books, to test their predictions and make a record of what happened.

**Computing: Toys and Games**  
Technology versions of toys.  
Look at modern technological versions of toys e.g remote control vehicles, teddy bears that have voice recording inside, virtual musical instruments etc. Discuss if technology has made these toys better.

Class to split into two groups. One half explores some jigsaw puzzles and the other completes an online puzzle. Discuss the similarities, differences and preferences.

Extension: In small groups, children to create a jigsaw of a photograph taken of a toy.

Music - PPA cover

PSHE/Circle Time

*New Beginnings.*

*I can identify how I have developed my strengths and reflected on how proud I have been.*  
Children could set themselves a goal should identify one time in the week when they have felt proud:  
for themselves;  
for the class;  
for another person in the class or at home  
They should explain why they felt proud.  
Encourage the children to reflect on how the intended learning outcomes for the theme have been met and what the children have learnt about anxiety and

worrying.

Children to create a 'proud' shield.

**RE - Where do we belong?**

To find out about the importance of prayer for Muslims;

To understand why Muslims use a prayer mat.

Remind children about the special ways in which Christians and Jews show that they belong to their faith communities. Explain that this lesson will help them to think about what it might be like to be a Muslim. Watch the following clip:  
<http://www.bbc.co.uk/programmes/p01140gv> Discuss.  
Chn to draw a picture and write about the importance of prayer and using a prayer mat for Muslims.

P.E. - Games Activities.  
See short terms plans

Acquiring & Developing: moving fluently, changing direction & speed easily & avoiding collisions & developing spatial awareness  
Selecting & Applying: using different movements, speeds & pathways  
Selecting & Applying: recognising space in games & using it to their advantage  
Knowledge & Understanding: describing changes to their bodies when they exercise  
Evaluating & Improving: watching others, describing what they see & copying

Striking:

Warm up: beans  
Skills: striking carousel of activities.  
Cool down: Partner movements/ stretches.

**Also Matt's session on Thursday PM.**

6  
5<sup>th</sup> - 9<sup>th</sup> December

Assessment/  
Christmas week

Number:  
Addition  
and  
Subtraction  
See  
Numeracy  
Medium  
Term  
Planning

**Science: Sorting and using materials**

Ask children to draw a picture of their house or school or themselves on cold wet day and label materials that parts of the house or their clothes made of.  
Discuss with children why materials are suited and ask questions about unsuitable materials.  
e.g would this paper make a good rainhat?  
Would you like a scarf made of this plastic bag?

**Computing: Toys and Games**

Research information about toys.  
Discuss how we use the internet to find out information about toys. Address e-safety issues as they arise. Explain that even using a safe search engine can have problems.  
Discuss different search engines.  
Class search toys into search engine.  
Introduce infant encyclopaedia  
Children to go onto the laptops and use icons sheet to play 'bingo' style game.  
Children to use search engine to search related topic and share information they have found.

**Music - PPA cover**

**RE: Where do we belong?**

**What do people do that shows they belong to a Muslim community?**

Explain that Ramadan is a special holy month for Muslims, during which adults fast (go without food) during daylight hours. Ask the children if they think that would be easy or hard to do and why. Explain that part of the reason for Ramadan is to take time to think of the needs of others. Can the children think of a time of year when Christians give things up? (Lent)  
Show children when the holy month of Ramadan takes place. See, e.g.,  
<http://www.bbc.co.uk/religion/tools/calendar/faith.shtml?muslim> and compare the lunar calendar with a standard calendar or diary. See, e.g.,  
<http://www.islamicfinder.org/Hcal/index.php>

Ask them to divide a page in their books in two. In one column, a dustbin could be drawn. Under this picture they could draw or write things they could give up. In the other column, a present could be drawn. Under this picture, they could write or draw things that they could give to help others.]

Nativity story

**Also Matt's session on Thursday PM.**

7 12 <sup>th</sup> - 16 <sup>th</sup> December	Christ mas week. Christ mas theme d activit ies Christ mas poetry	Christmas week/ ongoing assessments		Christmas week	RE; nativity story  PSHE/Circle Time <i>New Beginnings.</i> Self-awareness	Matt's session on Thursday PM.
---	--	--	--	----------------	--	-----------------------------------